



International Journal of Current Research and Academic Review

ISSN: 2347-3215 (Online) Volume 14 Number 1 (January-2026)

Journal homepage: <http://www.ijcrar.com>



doi: <https://doi.org/10.20546/ijcrar.2026.1401.011>

NEP – 2020: Challenging Role of Teachers in the Modern Era – Students Perceptions

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Abstract

The New Education Policy has been framed to address the dynamic requirements of the present Digital Literacy Era which emphasises on provision of holistic learning and skill development of students in developing such a frame work of education that mainly focusses on creation of critical thinking and promoting the research and innovation in education reforms so as to equip our students to meet the global perspectives. Important aspects related to changes in the NEP with regard to the higher education are adoption of multi-disciplinary education, research, vocational education, teacher education and the use of technology etc so as to make India a hub of research and development, attract talent around the world and prepare students for the changing job market of the globe. Another important point which is obvious is that this policy aims at transforming our traditional Teacher Centric Education System into Student Centric one so that this universalisation of education enhances the quality of education in India. The educationists and the learned intellectuals are now emphasising on adoption of different methods of teaching the students that will really bring drastic changes in the development of human capital of the nation. The present study is taken up to cover the innovative methods of teaching that can be adopted to meet the needs of the modern era and to understand how challenging is the role of teachers today. The study will also explore the perceptions of the students regarding their teacher's role and suggest measures to meet the expectations of all.

Article Info

Received: 15 November 2025

Accepted: 30 December 2025

Available Online: 20 January 2026

Keywords

NEP, Digital Literacy Era, Multi-disciplinary Education, Teacher Centric and Student Centric Education System

Introduction

The New Education Policy has been framed to address the dynamic requirements of the present digital literacy era which emphasises on provision of holistic learning and skill development of students in developing such a frame work of education that mainly focusses on creation of critical thinking and promoting the research and innovation in education reforms so as to equip our students to meet the global perspectives. The policy clearly highlights on not only bringing significant changes in the school education but also taking steps to improve higher education, so as to position India as a

Global Knowledge Super Power by stressing on critical thinking and problem solving. It aims to foster overall cognitive, emotional and societal development of students. In the NEP, the various key points like Early Childhood Care, New Structure of 5+3+3+4, Vocational Push, Regional Language Priority, Digital Integration, Rethinking Assessments, Teacher Training, Inclusive Education etc are all planned and integrated to cover four important aspects ie. easy access, fairness, good quality and responsibility in education.

Important aspects related to changes in the NEP with regard to the higher education are adoption of multi-

disciplinary education, research, vocational education, teacher education and the use of technology etc so as to make India a hub of research and development, attract talent around the world and prepare students for the changing job market of the globe. The NEP suggests to create an extensive digital infrastructure for education so that, with the advancement and increased use of technology, students can be provided online and blended learning courses that are easily accessible. The New policy focusses on provision of 3 Is (also called as the three pillars of transformation)– Interdisciplinary Research, Industry Connect and Internationalisation, help in elevating our students to meet global standards.

Another important point which is obvious is that this policy aims at transforming our traditional Teacher Centric Education System into Student Centric one so that this universalisation of education enhances the quality of education in India. The educationists and the learned intellectuals are now emphasising on adoption of different methods of teaching the students that will really bring drastic changes in the development of human capital of the nation. The present study is taken up to cover the innovative methods of teaching that can be adopted to meet the needs of the modern era which emphasises on provision of such a higher education that enables personal development and promotes economic, technological and social change in the knowledge of students and equips them with the rich cultural and scientific knowledge that promotes research and innovation and converts the labour into useful productive assets having great demand in the global market.

Shushant Lok 2025 talking about the modern teachers role in today's world the authors opine the author opined that the modern teachers are seen as architects of the future as they don't merely impart facts but also help students develop the ability to think critically adapt to challenges and solve problems creatively they suggested that teachers now have to shift from knowledge providers to facilitators of learning and give suggestions that teachers should act as catalysts who create an environment for students to learn how to apply their knowledge in real world context they emphasized on the need for the teachers to become as lifelong learn learners who will be digital navigators so that they help to shape the minds of the students to build a supportive and inclusive learning environment.

Authors of the article titled, "The Role of Teachers in Modern Education" published in 2025 have stated that in the rapidly changing world of today the role of teachers

is moving from playing rote memorization boosters to persons nurturing learners to become critical thinkers who are creative and emotionally intelligent and for this they have to become educators counsellors mentors and motivators they have to embrace technology in education and develop social and emotional skills so that the students become creative thinkers through innovative technology enhanced learning experiences teachers should cover global perspectives and should broaden the understanding of students with respect to international issues they suggested that teachers should move from a conveyor of knowledge to a lifelong mentor by equipping students with the effective tools to navigate the past changing world.

Arun Kumar 2024 in his article stated that the challenges for teachers and the system of Education in India now are more due to the rapid technological changes. Knowledge generation requires critical thinking which has to be cultivated in the institutions of higher learning as the biggest challenge is from the rapid strides in AI and Chat Gpt 5 which is generating huge data without errors in seconds. The author suggested that dynamism is to be imbibed in institutions of higher learning and the teachers should play a leading role in guiding of research of higher order. He stated that the teachers who are currently disheartened and disinterested will have to be re-energized to give their best in the new changing environment.

Linlin Pei, Cindy Portman, Kim Schildkamp & Nieck Benes (May 2023) The authors through their study on the topic of their research, investigated the benefits of blended learning and stated that unsatisfactory social interactions hinder the quality of blended learning, despite its potential for flexible and personalized learning. They identified two obstacles: students valued group learning but struggled to manage group dynamics, and despite teachers' efforts to encourage learning autonomy, students viewed teachers as the ultimate authority in the learning process, which strained the student-teacher relationship. They stated that there are limitations of digital tools and they cannot substitute a teacher. They recommended that three components viz affective expression, open communication and group cohesion can develop the sense of community in blended learning.

Dr. M.Angel Jasmine 2022: The Researcher opined that technology no doubt has reduced the importance of a teacher and is imposing many challenges to the teacher as the teacher has to be a lifelong learner but according

to her great teachers using digital technology with certified computing skills will be the most powerful educators in the 21st century. She suggested that 4 C's Critical thinking, Collaboration, Creativity and Communication are the strengths of a teacher and the Strategies for teachers to deal with 21st century learners are Blended Learning, Cross-Curriculum Teaching, Flipped Classroom, Differentiated Instruction, Cooperative Learning Structures and Integrated Technology.

Dhika Maha Putri, Sunaryanto and Slamet Fauzan (January 2021) Through focus group discussions and in-depth interviews with accounting educators in Malang City, the authors concluded that many accounting educators have not yet utilized technology optimally in learning as the transition time from face-to-face learning to online learning was very limited and there were no guidelines and training related to technology implementation in accounting learning. They suggested to design the training of trainer's curriculums for information and technology implementation in accounting learning

Sofik Handoyo and Syaiful Anas (January 2019) The authors opined that critical thinking is required and they stated that there should be new orientation given to the accounting education institutions so that they take up measures to bring changes in the methods of teaching accountancy better by using currently advanced technology so as to adopt to the dynamic business environment along with millennial generation characteristics. Their study gave a new perspective for accounting education institutions in terms of handling education process in the era with full of technologically advanced, dynamic business environment and the different character of a student of the millennial generation.

Sunita A. Rai (27th Mar 2018) opined that the teaching strategies used must be in line with the contextual learning theory where the aim of education is the integration of content learnt with the real world experiences. She states that using audio/visual aids in teaching is one way to enhance lesson plans and give students additional ways to process subject information and recommended that organizations should use teaching tools such as interactive case studies, simulations and games, group work etc for improving efficiency in teaching.

Allan, Karen Clarke, and Michael Jopling (2009): This article reports on a piece of research designed to explore

students' perceptions of what constitutes effective teaching in a modern UK university. The Authors defined Teaching effectiveness with the help of four domains: providing a supportive learning environment; having high expectations; scaffolding learning; and providing clear explanations. The authors opined that students have high academic expectations from university teachers and suggested the teachers to concentrate more on the provision of a supportive environment in which they scaffold learning effectively and asked them to promote effective interaction with their students.

Research Gap and Need for the Study

Most of the studies were carried out in foreign universities and majority of them focussed on teaching strategies adopted by teachers in schools. Very few studies were carried out on creative methods of teaching that have to be adopted in higher education. Only a few research articles were conducted to know the student's perceptions of efficient teaching and what qualities the students expect in an effective and a good teacher. So, the present study gains importance as it helps us to understand the perceptions of the students and tries to suggest ways to improve our teaching skills.

The main objective of the study is to know the changes that are brought about in the NEP 2023 and the other objectives are to understand the perceptions of students of higher education regarding the qualities of an effective teacher and also to suggest methods to impart creative and effective learning to students in the present era.

Research Methodology:

Sources of Data:

Primary Data and Secondary Data

Secondary Data: The present study makes use of both secondary and primary data sources to have a clear understanding about the main aspects of the New Education Policy of 2023 framed by the Government of India to impart qualitative and effective education that would help the younger generation to meet the global perspectives. Articles published in journals, newspapers, internet and open access journals have been referred as sources of secondary data.

Primary Data: To understand the perceptions of the students with regard to virtues that they expect in their

teachers for imparting effective education, questionnaire was administered to many students of different colleges and faculties to gather primary data.

Sample Size:

Sampling technique is adopted to collect primary data and the questionnaire has been administered to more than 300 students but only 210 forms were completely filled and only those were considered for analysis. So the sample size for the present study is 210 and for comparison equal number of responses of males and females were taken ie. perceptions of 105 male respondents and 105 female respondents was analysed.

Scope of the Study and the Period of the Study

The study was carried out using secondary data and the research articles related to the period 2009 to 2025 were taken up. The study is limited to the information which was collected through the articles published in internet and for collecting primary data, questionnaire was administered to students studying in higher education in Telangana State only.

Presentation Method and Statistical Tools for analysis

Simple Tables, Charts and Diagrams are used to present the information collected and some statistical tools like Averages, Weighted Averages and Correlation are used to analyse and interpret the information collected in this study.

Limitations of the Study:

The present study is limited only to the information gathered from the students of Telangana State. Primary data was collected by administering the questionnaire only to few students of certain popular colleges and responses from 210 students only was considered for the study.

Transformation of the role of a Teacher from the Traditional Dispenser of knowledge to the Modern Challenging role of a Facilitator, a Mentor and a Promoter of Creative Thinking

Earlier, the education system was Teacher Centric and now in the modern era it is being transformed into a sophisticated and effective one by exploring new innovative ways of dispensing knowledge and making it

more Student Centric. This change is quite visible in the guidelines that are framed by the Central Government in the New Education Policy of 2023 in which all measures are taken up to elevate the educated youth of India to be worthy enough to meet global standards.

Previously the Role of the Teacher was that of

- ✓ A Transferor / Dispenser of Knowledge
- ✓ A Controller – Teacher is the centre of focus, whose expertise and Knowledge can inspire the students but not very useful to them ((Authoritarianism)
- ✓ An Educational Authority – Someone in charge of telling what all he / she knows
- ✓ The Prompter –One who encourages participation and makes suggestions
- ✓ The Resource Provider- Information dispensing person and the one who makes the students learn what is taught as per a fixed curriculum
- ✓ The Organiser – the one who gives detailed instructions for setting up activities.
- ✓ The Demonstrator – He demonstrates his knowledge and can get involved and is engaged with learners but dominates the Stage.

In this traditional role the teacher is someone who dispenses knowledge, who lectures, instructs, feeds, disseminates, covers material to be taught or follows the course profile, acts as a “Sage on the Stage” and assesses the students based on the predetermined parameters of evaluation. The Students sit passively while the teacher runs the show one sided.

Today there is drastic change in the Role and Responsibilities of a Teacher who is not only an instructor, a coach, a mentor, and a resource provider but also is now playing crucial role of the following

A Catalyst of Change by

- Actively participating in dissemination of Knowledge as well as giving practical exposure to Students
- Helping them learn the significance of the topic learnt in Practical life and applying the same under the given situations.
- Shifting from the Teaching Culture to Learning Culture and Knowing the difference between Information Seeking and Learning.
- Adopting the Advanced Technology and using the Digital Platform to spread knowledge through E Learning and using innovative means for Teaching.

A Facilitator – Being Democratic rather than Autocratic

- ✓ Need of the day is to redefine and restructure the teaching and learning process so that the teacher acts as a Facilitator in transforming the Students to go through the holistic journey of achieving not only academic success but also ensuring their overall personality development and wellbeing.
- ✓ Students should learn to participate in the creation and extension of new horizons of knowledge that would help them integrate their emotional needs, social requirements and intellectual growth.
- ✓ Should foster learner autonomy (Learning on their own as well as make them take responsibilities for that learning)
- ✓ Make them work as a group or a team thereby helping in transmitting knowledge among themselves
- ✓ Equip the students to the fact that knowledge is ever evolving and as a teacher they need to familiarise them to the changing socio cultural, political and economic environment by giving Value Added lectures and organising interactions with the experts and industrialist.

A Continuous Learner

As a teacher we know that Learning is a continuous process and unending so be creative, thoughtful, pragmatic and effective learners who are always ready to Learn, Unlearn and Relearn. Embrace Latest Technology and impart quality education using new and innovative teaching methods.

A Creative Thinker

Teacher should be creative and innovative so as to device effective ways of teaching that would promote higher order thinking skills and enhance active and positive learning attitude that would make them to think Out of the Box and inspire them to explore and learn more with enthusiasm.

- Develop Students thinking abilities by giving them some easy puzzles
- Initiate Discussions with some Ads or Short Stories and narrating certain incidents

An Organizer and Planner:

Proper organisation and planning ensures better learning so as an organiser activities are to be planned to create effective learning environment. Various Modern Methods of Teaching

Flipped Class Room and Home Activities

It is an interdisciplinary and multi-Dimensional Approach of Learning where Content is given beforehand itself so that the students come prepared on their own and discuss in the class with each other and acquire knowledge. Lectures are recorded and video links sent to the students so that they can watch them as per their requirements and convenience, learn and perform several exercises and activities as home work.

Active Learning Methods like

1. Project Based Learning
2. Case Studies
3. Reciprocal Questioning
4. Pause Procedure
5. Muddiest Point Technique
6. The Devil's Advocate Approach
7. Peer Teaching Activities and Seminars

A Good Listener

Encourage Students to ask questions by praising the students who raised questions making them feel heard by acknowledging and showing that their questions are heard and gaining their trust

A Morale Boaster and Motivator

Teacher has to play a crucial role in boosting the morale of the students and motivate them to set goals for themselves according to their own interest and capabilities and define success accordingly.

A Guide and Counsellor

As a teacher one must identify the unknown potentialities of their students, find out the uncommon behaviour in them counsel and guide them whenever necessary and help voluntarily

A Role Model exhibiting the qualities of Unity and Social Inclusion

- ✓ As students come from diverse culture and backgrounds having different learning abilities the teacher should ensure Democratic set up and practice Social Inclusion
- ✓ Maintain Oneness and Equality
- ✓ Should be unbiased and unprejudiced and should not use discriminative language.

- ✓ Identify the degree of differences existing, read and know social categorisation
- ✓ Discuss varied social and cultural realities
- ✓ Develop a sense of mutual respect among students by knowing about each other.

A Contributor in Students Overall Personality Development

It is the moral responsibility of a teacher to contribute positively in the development of overall personality of the students by teaching them human values and ethics so that they become better human beings and good citizens and for this the following things are suggested

- ✓ Plan and conduct various extra-curricular and academic activities
- ✓ Form committees and various cells for social works and services and extend Outreach Programmes
- ✓ Inculcate a Sense of Social Responsibility in students by taking them to NGOs, Orphanages, Old Age Homes and other organisations
- ✓ Go for Case Studies
- ✓ Equip them with moral values to help others without any discrimination
- ✓ Augment Professional Skills in them
- ✓ Take up Mentor-Mentee Programmes
- ✓ Conduct Interactive Sessions with Alumni
- ✓ Take up Skill Enhancement Sessions
- ✓ Develop Creative and Research Activities
- ✓ Encourage the students to participate in the National and International Seminars, Workshops etc.
- ✓ Encourage them to compete in the Literary and Cultural Competitions, Quiz Competitions, Sports Events, Group Discussions and other Cultural Programmes conducted by the College and other Universities / Institutions

“The job of an educator is to teach students to see the vitality in themselves. “Joseph Campbell

“A gifted teacher is not only prepared to meet the needs of today’s Student, but is also prepared to foresee the hopes and dreams in every Student’s future.” Robert John Meehan.

Data Analysis and Findings

- ✓ The present study is taken up to understand the perceptions of the students regarding the qualities which they think are required in a teacher for effective teaching and to explore their opinions a questionnaire was drafted and administered to the respondents ie. students from different colleges of Telangana studying under graduation courses and post-graduation courses belonging to different faculties. The data collected from 210 respondents was analysed and the results are as follows:
- ✓ Of the respondents 50% were Females and 50 % Males and majority of them (72%) belonged to the age group of 18 to 20 years and 16% were of the age group of 20 to 22 years and 9% belonged to the age group of 22 to 24 years and only 3% were of the age above 24 years.
- ✓ Majority of the respondents ie.58% of them stated that they strongly agree that the teacher should be a facilitator and 27% agreed for it while the remaining 8% preferred not to answer and stated that they are neutral and remaining 7 % strongly disagreed.

When the respondents were asked whether they want continuous evaluation system to be followed in higher education, majority of them (86%) said yes, 9% said No while 5% preferred not to answer.

- ✓ Of the respondents who wanted continuous evaluation system majority of them (34%) stated that the evaluation should be done after every unit, while 29% of them stated that the evaluation should be done once in a month, 19% stated after every week and 18% opted for evaluation twice in a month.

Figure.1 Effect of pH on percentage of decorization

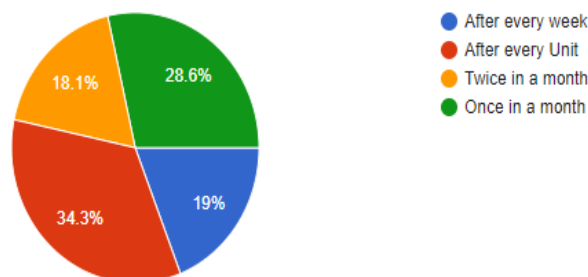


Table.1 Showing the perceptions of student's gender wise regarding the period for evaluation

	After every Unit	After every Week	Once in a month	Twice in a month	Total
Females	43	13	30	19	105
Males	29	27	30	19	105
Total	72	40	60	38	210

Table.2 showing the responses of the students on their degree of agreement or disagreement with regard to the given qualities of an efficient teacher

S. No.	Quality	All Respondents			Weighted Average	Rank	Females			Males		
		SA	A	Total			SA	A	Total	SA	A	Total
1.	Give clear guidance when asked for help	127	63	190	105.67	I	68	29	97	59	34	93
2.	Encourage students to ask questions	121	71	192	104.33	II	64	34	98	57	37	94
3.	Recap at the end of sessions	116	71	185	101.00	III	61	34	95	55	39	91
4.	Value student contribution & motivate them to continue their contributions	114	73	187	100.33	VI	62	34	96	52	39	91
5.	Are enthusiastic about learning	100	86	186	95.33	X	50	46	96	50	40	90
6.	Are approachable	88	100	188	92.00	XII	40	53	93	48	47	95
7.	Enable students to understand the content of each session	117	68	185	100.67	IV	63	30	93	54	38	92
8.	Respect student's opinions	115	72	187	100.67	V	63	33	96	52	39	91
9.	Who Demonstrate Excellent Knowledge of their subject	108	73	181	96.33	VIII	58	32	90	50	41	91
10.	Create a safe climate for all students to participate in discussion	105	76	181	95.33	IX	56	39	95	49	37	86
11.	Are patient and are prepared to explain	105	75	180	95.00	XI	59	32	91	46	43	89
12.	Recognise that the students learn with different abilities	113	65	178	97.00	VII	62	25	87	51	40	91

Source: Primary Data collected by the Researcher

There is a difference with regard to number of times the female and male students wanted to be evaluated. While majority of females (41%) stated that they want to be evaluated after every unit the males preferred evaluation (28.57%) once in a month, though equal number of them also wanted to be evaluated after every unit.

Twenty-Six Qualities of effective teaching were listed in the questionnaire and to know the top 12 qualities which a teacher must possess as per the student's perceptions average was calculated for the opinions that were taken from the respondents using a Likert scale and later ranks were given to these top 12 qualities by calculating

weighted average and the same is presented with the help of the following table.

Major Findings

- ✓ The most important quality which the students want in a teacher is that he/ she must give clear guidance when asked for help as 127 students strongly agreed and 63 agreed ie.90.48 % of students.
- ✓ Majority of the students (91.43%) believe that the teacher should Encourage students to ask questions and they should enable students to understand the content of each session (117 students strongly agreed and 68 agreed)
- ✓ The next important quality as per their opinion is that a teacher should value student's contribution & motivate them to continue their contributions and should always respect student's opinion (as 89% of them gave importance to this quality of an effective teacher)
- ✓ They opined that a teacher must recap at the end of the sessions, should always be enthusiastic about learning and approachable (almost 89% of students agreed)
- ✓ They also feel that the it is important that the teachers recognise the fact that the students learn with different abilities so they state that the teachers should be patient and are prepared to explain clearly to those students who are slow learners. This they feel is a strong quality to be effective in teaching as 113 of them strongly agreed and 65 agreed.
- ✓ They agreed to the point that the teachers should not only demonstrate excellent Knowledge of their subject but it is also their responsibility to create a safe climate for all students to participate in discussions.
- ✓ To know whether the perceptions of the Males and Females are same or not Correlation was carried out. First the averages of opinion of males and females for all 26 qualities of effective teaching were calculated and the correlation between them was obtained. The value of correlation so obtained was 0.871. This clearly shows the strong positive correlation between the perceptions of males and females.

Suggestions

- ✓ Based on the findings from the data analysis it is suggested that the modern students now want the Teachers to be facilitators so they must act as a

facilitator and encourage them to ask questions and learn on their own.

- ✓ They should give clear guidance when asked for help, encourage students to ask questions and they should enable students to understand the content of each session.
- ✓ Most importantly teachers should value student's contribution & motivate them to continue their contributions and should always respect student's opinion
- ✓ They should adopt all the 12 most important qualities as mentioned above and to be truly effective teachers, they must remember that they are creating autonomous, independent, and self-directed learners, not just successful test takers as Robert John Meehan stated and should produce good, ethical, well-mannered and educated youth

Conclusion

We can rightly conclude that "The job of an educator is to teach students to see the vitality in themselves" as stated by Joseph Campbell

And as stated by Robert John Meehan. "A gifted teacher is not only prepared to meet the needs of today's Student, but is also prepared to foresee the hopes and dreams in every Student's future."

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How to cite this article:

Sabiha Shareef. 2026. NEP – 2020: Challenging Role of Teachers in the Modern Era – Students Perceptions. *Int.J.Curr.Res.Aca.Rev.* 14(1), 87-95. doi: <https://doi.org/10.20546/ijcrar.2026.1401.011>